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4-H POSTWAR PROGRAMS - ORGANIZATION

LOCAL ORGANIZATION

Reserve  
SITUATION:

The local club is the operating unit. On it depends a large part of the success or failure of the whole 4-H program. Thousands of clubs are strong, long-lived, and an integral part of community life. In other cases it is simply a way of teaching a particular kind of subject matter, existing only as long as it is needed to complete a series of lessons.

Size of clubs has a wide range from five members to several hundred. Many clubs are without adult volunteer leaders. Large numbers are not rooted to the neighborhood or community. They often are influenced by school consolidation. Many meetings lack planning, vital programs, or sufficient member participation. Programs very often do not meet the interests and needs of the developing young people. Clubs often lack adequate local sponsorship. Many are seasonal and short-lived. Parents often are indifferent and uninformed. The 4-H name is universally recognized. How can we make it mean more to all youth between 10 and 20?

OBJECTIVES:

Have the type and number of county and community organizations that will provide opportunity and incentive for every boy and girl between 10 and 21 to be a 4-H Club member.

Have locally planned programs, based on the needs of the community, the interests of the young people, with support of the parents. Recognize that 50% will leave the community.

Have local leadership and sponsorship mobilized and organized to provide efficient continuous 4-H Clubs functioning in the community and county.

Have the kind of club that recognizes that it is:

1. A free educational system supplementing and paralleling all other educational forces like the school, and available to all young people between 10 and 21.
2. An autonomous, voluntary, character building organization belonging to the members and supplementing the home and church.

Goals

Action

1. Have a well organized 4-H Club in every community.

1. Acquaint people of the community with the values and methods of 4-H Club organization.
2. Help club select a suitable name and plan a challenging year-round program.
3. Give the club necessary guidance to function successfully.



Goals

Action

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| 2. Build the 4-H program around the interest and needs of the young people and meeting some phase of a larger problem in the community as it relates to State, national, or world welfare. It should be broad and rich. | 1. Help young people understand problems and the opportunity they have in doing something about it  |
|   | 2. Have local leaders represented on county-wide planning organizations.  |
| 3. Form a strong county committee to develop and coordinate the work of 4-H Clubs.  | 1. Secure support of all community organizations.   |
|   | 2. Have a representative committee of those adults interested in furthering 4-H work.   |
| 4. Carefully select, train and recognize adult volunteer leadership for every club.   | 1. Maintain a strong leader training program.   |
|   | 2. Seek the best leadership the community affords.  |
|   | 3. Weld all 4-H Club leadership into a county-wide group to help plan and execute the programs and develop ways of training for their job.  |
| 5. Train club members in organizational responsibility.   | 1. Put in on the basis of citizenship training.   |
| 6. A 4-H Club should be a permanent neighborhood or community group, arising out of and be a part of it.  | 1. Follow the recognized organizational and functional procedures that are common to all club functioning, (ceremonies included) which will give dignity and a standing to the club in the community. |
| 7. Provide many opportunities that have common appeals to all boys and girls.   | 1. Fairs, achievement days, discussion groups, service, social and recreational activities, ceremonies, community service projects, institutes, career clinics.                                       |

PROFESSIONAL AND VOLUNTARY LEADERSHIP

Examples of the Problem or Situation:

In 1943 there were 120,860 adult leaders, representing an increase each year. Ratio is one adult for every 13.5 members. 44,084 boys and girls reported as leaders. Only 27,061 enrolled in a junior leader project. Turn-over of leaders continues as a problem.

All leaders have some skills and knowledge of agriculture or homemaking. They need training in making their present abilities effective in terms of young people and to refine their subject matter knowledge or acquire more.



Most county extension workers are primarily trained in agriculture and home economics. Many do not have an opportunity for professional improvement, particularly as it relates to some of the larger and basic issues affecting people in a world community. The kind of challenge facing young people in the years ahead will call for the best qualified, most highly trained professional workers who can bring all the resources available to bear on the problems of the young people, be they destined for farm or city life.

Studies show that leaders want and need training in:

1. Understanding aims and purposes of 4-H Club work.
2. Their own duties as local 4-H leader.
3. 4-H methods of teaching.

They want more help on understanding broad principles underlying successful work with youth, such as:

1. How to appeal to boys and girls.
2. How to teach subject matter.
3. How to measure the progress of 4-H members.

#### Objectives:

1. Encourage qualified persons to consider 4-H Club Work as a professional career.
2. The employment of adequate county and State extension personnel with training or experience in matters pertaining to youth and how to utilize voluntary leadership effectively.
3. In-service training for extension worker in (a) Principles of education, (b) Psychology, (c) Sociology, (d) Personal relationships, (e) Understanding of youth, (f) Methodology of working with youth.
4. To continue the local volunteer leadership principle in the 4-H Club program.

#### Goals

#### Action

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| <ol style="list-style-type: none"> <li>1. Adult leadership for each club.</li> </ol> <p>Secure leader first, organize club next or help the club find leadership.</p> | <ol style="list-style-type: none"> <li>1. Obtain leaders with qualifications for working with youth and who have the respect and support of the community.</li> <li>2. Train leaders to organize club.</li> </ol> |
| <ol style="list-style-type: none"> <li>2. Continue the development of leadership ability among 4-H Club members.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Have members serve as assistant to adult leader.</li> <li>2. Utilize plans involving junior leadership.</li> </ol>  |
| <ol style="list-style-type: none"> <li>3. Provide adequate, well-planned leadership training programs.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Provide leader training to give leaders enough information and skills to give them confidence to carry on their part in the club</li> </ol>                             |



Goals

Action

program. Capitalize on the skill and knowledge they already have and give training in:

- a. Understanding aims and purposes of 4-H Club Work.
- b. How to plan programs so that the local club is helping to solve some larger issue.
- c. Their duties as a local 4-H leader.
- d. Subject matters as it is needed by leaders to help young people solve their problems.
- e. 4-H methods of teaching.
- f. How to appeal to youth.
- g. Measuring the progress of 4-H members.

4. Provide adequate recognition for all leadership.

1. Bring adult local leaders actively into the planning stage of the 4-H program in the
  - a. Community
  - b. County
  - c. Planning of state-wide programs.

2. Provide a definite plan recognizing on county, State and national level appointment, achievements, and years of service of 4-H leaders.

Illustration: The recently adopted plan involving the 4-H award of silver, gold, pearl, and diamond clovers.

Provide recognition for leaders by:

1. Recognizing appointments, training, achievement, and years of service. This may be done through:
  - a. Appreciation expressed by local people.
  - b. Tangible awards.
  - c. Seeking leaders' counsel as to local, county and State 4-H programs.

Representation on local committees, camp advisory groups, county and State 4-H councils, and delegated trips to national 4-H events.



Goals

Action

- d. Always working with the local group through the local leader.
- e. Showing leaders how members can get recognition.
- f. Using the press and radio in appropriate manner.
- g. Help leaders realize the satisfactions which come from working with youth.

MEMBERSHIP

Example of the Situation:

Membership has shown a steady growth since 1920. Nearly 10 million young people have had the benefit of the work since it became a part of the Extension Service program, thousands remaining for 9, 10, or 11 years. There are about 10,500,000 rural youth between 10 and 21 years of age. About 90% are statistically available for 4-H work. Perhaps another 10,000,000 urban youth could benefit by the work. Early hopes of 3,000,000 by 1943 through stimulus of the war program have not been realized. Approximately 43 percent remain only 1 year. Holding power seems to decrease significantly at 14 years of age. At present we reach through membership 21 percent of the theoretically available at 10 years; 19.7 percent at 11, etc., to 0.8 percent at 20 years. Some counties reach as high as 85 percent of total available while in some counties practically no work is done. 34.24 percent reenroll 3 years or longer. 4-H Club work reaches 574,286 youth of 14 years and over, not counting 4-H college Club members or leaders under 21 not classed as junior leaders. 41,153 young people took part in organized extension groups, other than 4-H. 47.2 percent were 21 years and under, most of whom were also 4-H members.

What needs to be done to:

- (a) Assure growth?
- (b) Hold members longer?
- (c) Attract more 15- to 20-year-olds?

Objectives:

1. Give every boy and girl 10-21 years of age the opportunity to be a 4-H Club member on a voluntary basis.
2. Follow an aggressive program so geared to attract and hold increased membership in 4-H.
3. Continued membership growth, after maximum load has been attained by each agent, will depend upon increased personnel, finance, etc.



Goals

Action

1. An annual average enrollment increase of 15%. Nationally this means 3,200,000 members by 1950 and equivalent to reaching 33% of all available at any given time.
2. Increase membership tenure, and percent of re-enrollment.

1. Study county and community membership potential.
2. Expanded program and membership will require more efficient leadership training, increased personnel and finances.

1. Use all means and devices possible for sustaining interest:
  - Do the best possible job with younger members.
  - Give older members more club responsibility.
  - Challenging projects and activities related to the larger problems facing youth.
  - Special social events.
  - Encourage participation in young farmers and homemakers and adult groups, and other established community institutions.
  - Programs keyed to interests, abilities, and needs of 10-15 and 15-21 age groups.

3. Increase average age.
4. Better parental understanding of entire 4-H program.

1. Develop a 4-H program for 15-21.
1. Parental:
  - Help parents appreciate the values of 4-H Club work.
  - Procure parental consent and pledge of assistance for young people to undertake project and join the club, right from the start.
  - Help parents understand what is involved on the part of the member.
  - Provide a special folder on 4-H Club work and special letter to parents.
  - Have member plan to include parents in special club functions.
  - Get local leader and agent to make visits to homes of 4-H members.
  - Agent and local leader need to understand home conditions and facilities for carrying on projects by members.
  - Special parents programs so they may see demonstrations by their members.



Goals

Action

5. More publicity of general nature.

1. Publicity: Key publicity to the larger problems 4-H members are working on, and by so doing building men and women of tomorrow.  
Word of mouth by county committee members, local leaders and older club members.  
Establish good relationships with and understand other agencies working with youth.  
Capitalize on opportunities offered by service clubs, grange meetings, P.T.A. meetings and others to explain 4-H Club work.  
Continue and perfect national and State special 4-H events.  
Use all publicity outlets.  
Capitalize locally on all efforts of a national nature, like 4-H Club Congress, National 4-H Camp, National 4-H Achievement Week, National 4-H Week, to add prestige to 4-H Club work.

APPEALS

Wartime appeals have been based on the timely thesis, "Join a Club, Produce and Conserve, and Help Win the War." This has helped youth feel important in a major task. The job of solving post-war problems is no less important. In fact, we will have fought in vain if we do not build a permanent peace and extend our democratic way of living. But many of the tasks will not lend themselves as readily to the glamour associated with wartime jobs nor will we have the natural appeals that come with production projects while working on many post-war problems. How then can we bestir the imagination of youth to the importance of his job, what being a 4-H member will do for him, and what his responsibilities may be. The following statement may be useful as background to keep in mind while appealing to youth and motivating them.

Objectives:

1. Develop and maintain a broad, challenging 4-H Club program meeting the needs and interests of young people and related to large significant problems.
2. Inform adults and youth of the values of 4-H Club work.
3. Develop appreciation on the part of youth in participating with others of the same age in the program of an organization Nation-wide in scope.



<u>Goals</u>	<u>Action</u>
1. Aid young people to understand how they are helping solve large, national and international problems.	1. Continue to show the relationship of the part he is doing according to his best ability to the larger or more basic issues.
2. Help young people become conscious of the 4-H Club organization and pride in its extent.	1. Use stories of achievement, exhibits, etc. 2. Provide experiences of county, State and national educational trips. 3. Use inspiring ceremonials.
3. Provide opportunities for young people to meet, work and play together.	1. Have well organized club meeting program, including something educational, inspirational and recreational.
4. Develop pride in work well done and development of skills.	1. Give opportunity for exhibits at fairs, contests, records, awards.
5. Training in acceptance of and sharing responsibility - home and community.	1. Use democratic procedures in club. 2. Accomplishing the job assigned, or reach goals assumed.
6. Provide opportunities for wide acquaintances and broadened horizons.	1. Have many and varied events, meetings, trips, etc. to provide contacts with boys and girls.
7. Recognition of community life.	1. Opportunities for larger service.
8. Provide opportunity for ownership.	1. Projects.
9. Provide opportunities for earning money.	1. Projects. 2. Group activity.
10. Emphasize the importance of living up to what is expected of one.	1. Completion. 2. Follow through on committee assignments.

#### TEACHING METHODS

An organized group under local leadership with individual as well as group projects has served as the teaching unit.

#### Questions:

Is the opportunity for the project at home fully utilized?

Can demonstrations be used more extensively at local meetings?

What principles should be considered in the preparation of bulletins?



How can we use 4-H events more effectively as teaching aids?

Should we look to special groupings or events to properly reach special interest, age, or problem groups?

Can camps, institutes, short courses, discussions, forums, and the like, be used to stimulate growth through problems not reducible to projects--like world trade?

Is there an opportunity to use special methods with youth who are not members of local 4-H Clubs?

#### Objectives:

1. To provide tools, techniques, and means which will result in the acquisition of knowledge, skills and desirable attitudes on the part of 4-H members, through informal, voluntary and self-motivating methods.
2. To motivate 4-H members to learn by doing.
3. To help young people acquire standards of value, develop a desirable philosophy of life, and learn to exercise good judgment.

#### Goals and Types of Action:

- I. Emphasize the educational opportunities provided through 4-H programs
  - a. Graduate the requirements for each 4-H project to fit the age level and experience situations of most members.
  - b. Gear the programs into the home, farm and community situations.
  - c. Re-align projects to coincide with interests of the member as well as the economic or social needs of the member, the community, State or nation.
  - d. Stress the family partnership values and opportunities of 4-H projects. Provide situations that create parent cooperation in all project work.
  - e. Seek and utilize all possible visual, audio, or mechanical aids for the use of leaders in project instruction work.
  - f. Scientifically examine and carefully prepare all printed literature and records. Aim at a readability level of 5th to 7th grade. Literature should be simple, direct, well illustrated and in large type, written consistent with the objectives of 4-H work in mind.
  - g. Projects should be so flexible as to be challenging at all levels.
  - h. Young people should help in developing projects with parents and leaders.
- II. Organize and plan members' reports and members' record books as an aid in teaching
  - a. Each member's book or report to carry questions which will indicate methods used by member in carrying out his program; also to point to those things which the member should have learned. Keep records and reports simple and purposeful.
- III. Encourage the use of special problems to evaluate Club project
  - a. Well planned exhibits.
  - b. Plan exhibits as to teach something worth while in relation to large



- problems. Discuss placings and point out differences.
- c. Use the judging of 4-H products as an educational experience for the member to develop standards and not just to select the best.
  - d. Emphasize the importance of Clubs and members judging and evaluating their own work.
  - e. Train local leaders in methods of evaluating members' work.

IV. Continue to provide opportunity for self-expression, self-confidence and resourcefulness through 4-H demonstrations.

Encourage the use of short demonstrations at local meetings based on the experiences of the member. Stress the experience values of demonstrations.

Contests should be only a means toward an end.

Develop a more appealing name and appeals for members to give demonstrations.

Encourage presentations of demonstrations at community events and help spread the influence of 4-H work.

Prepare and distribute suggested ideas and props for demonstrators.

V. Keep 4-H members intelligently informed on broad social and economic issues.

Organize and provide opportunity for group discussions.

Members should be grouped on an age or experience basis for this.

Outlines and discussion aids like agree and disagree statements prepared by specialists and those competent to do so are helpful.

Encourage brief, current-event reports at meetings.

Provide opportunities for forums, institutes, talks or short courses that stimulate individual mental growth.

VI. Provide opportunity for members to participate in and enjoy broadening experiences

- a. Every 4-H member should have the opportunity to attend a well-organized camp once a year. All camps should meet accepted standards.

- b. Stress importance of well-planned 4-H Club Tours of 4-H Club Project - one or two things of importance either on the project or Club member's life, depending on nature of tour or field day.

- c. Arrange for educational tours and trips on Club, county, State and National basis.

- d. Give special attention to experience that will inspire members to secure higher education.

VII. Stress the 4-H meeting as a continuing educational institution of the community.

Establish and maintain high standards for local meetings.

Expect high standards of performance by local leaders of high character having neighborhood respect and confidence.

VIII. Provide adequate and well organized training for local leaders to help them teach, guide, and counsel better, building on their existing abilities and talents and adapted to the needs of their program. Make it actually possible for leaders to get this training, for example, by a sponsoring group.



Encourage older 4-H boys and girls to assume responsibilities.  
Keep parents informed of 4-H activities and objectives - have them in on planning from the start - have them pitch in and help.

- IX. Recognize that 4-H Club teaching methods and approaches are operating as one of several progressive educational programs in a community.
  - a. Know the school teachers, administrators and supervisors, and boards of education.
  - b. Know the school's program.
  - c. Keep schools informed of the educational value of 4-H work.
  - d. Study membership in community.
  - e. Consider the functions of other youth groups.
  - f. Cooperate with other youth groups.
  - g. Examine and exchange literature and learn from their experiences.
  - h. Know other programs affecting youth.
  - i. Keep 4-H available to all youth regardless of other affiliation.
- X. Explore the wider use of short courses, institutes, clinics, the press and radio, as well as better bulletins and circulars, farm and home visits and counseling techniques.
- XI. Develop special groupings for special interests and ages, although studies show that the strongest local clubs have members throughout the entire age range.
- XII. Integrate the 4-H member into the broadened sphere of national and world influences which affect him.

#### 4-H CLUB PROJECTS

A project in agriculture or homemaking is accepted as a sound method of teaching. The project is a proven method in 4-H Club work as a demonstration of how to show ways of improving farm and home practices with the use of practical scientific information. However, not all postwar problems can be met by projects we now have, nor should individual projects be considered as the only method of teaching through 4-H work. The group project has been demonstrated as having promise for further use.

#### Objectives:

- 1. To provide 4-H members with a well organized, tangible piece of work - flexible in character, through which they may learn skills, knowledge, and practices in relation to agriculture and home economics.
- 2. To provide all youth opportunity for the development of knowledge, attitudes, and philosophy in relation to rural living, community service and world conditions.
- 3. To provide specific educational objectives which will bring about desirable changes in behavior on the part of 4-H Club members in relation to skills, knowledge, attitudes, practices or habits, interest, and philosophy for each piece of work undertaken.



### Goals and Types of Action:

1. Develop a broad definition for and clear understanding of the place of projects in the 4-H Club post-war program.
2. Guide 4-H'ers in the development, planning and selection of projects which meet the needs, interest, experiences and opportunities of the different age groups of boys and girls.
  - a. Analyze the present 4-H Club projects and adjust to meet the goals.
  - b. Develop needed projects that are related to the post-war problems.
  - c. Restrictions should be avoided in order that young people under varying circumstances of home conditions like income can have the privilege of 4-H Work.
3. Provide group projects for 4-H Clubs - arising out of local conditions and needs and interests of 4-H members.
  - a. Develop with the Club and select projects which will meet the interests and needs of the community.  
Examples: School Lunch Program.  
Landscaping a School Yard.  
Cleaning, improving cemetery.  
Soil and Wildlife Conservation Programs.
4. Provide suitable projects for 4-H Club members to secure independent income to avoid the feeling of dependence.
5. Develop a broader concept of the term "project"
  - a. Study scientific aspects (economic and social) of the Club project involved.
  - b. Correlate the project with the needs and situations of the home, and the community, and the nation.
  - c. Impress on 4-H member that a well "carried through" project or practice in 4-H Club work is in itself a demonstration. It can be broad in its cultural and practical aspects.
  - d. Group projects developed by the membership can be utilized.

Note - If the usual concept of project does not lend itself to providing a way for youth to have a significant part in solving large post-war problems, other teaching devices may be needed.

### CONTESTS, AWARDS, AND RECOGNITION

#### Examples of the Problem or Situation:

These devices continue to prove useful in the 4-H Club program. With more public interest in youth after the war, more support for 4-H work will be possible. Sometimes prizes are awarded which are out of proportion to effort. Sometimes a few people are honored to the exclusion of others equally as deserving. Some people, misunderstanding the purpose of contests in 4-H work, criticize us as not being educationally sound.

#### Questions:

Are we clear on the purpose, value, and use of contests?



What adjustments in our present contests need we make to fit them better for post-war programs?

How can these devices be more closely integrated into the regular club program?

Objectives:

1. To provide recognition for all work well done.
2. Utilize contests as a supplemental educational device for training young people.
3. To provide an incentive for establishing desirable standards attainable by young people themselves.
4. To vitalize worth while programs.
5. To stimulate interest in new programs and projects and thus help create a desire for worth while effort.
6. To develop an appreciation of others and their accomplishments.

Goals

Action

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| 1. Establish the idea that no one loses in a contest.   | 1. Recognize all participants.  |
| 2. Develop contests that will provide opportunity for:<br>a. Rendering judgments.<br>b. Build desirable attitudes and interest.<br>c. Motivate learning.<br>d. Develop skill. | 1. Develop contests that will support established 4-H programs or motivate desirable new programs.<br><br>Continue to analyze contests so as to meet post-war program needs.      |
| 3. Provide awards and recognitions commensurate with effort and achievement.  | 1. Continue to refine workable plans for rewarding effort and achievement in keeping with sound educational procedure according to best experience of their use through 4-H Work. |
| 4. Provide awards for group effort and accomplishment.  | 1. Awards for clubs reaching a certain standard of proficiency.   |

RELATIONSHIPS

Many groups, agencies, and organizations will concern themselves with youth programs after the war. As was true during the depression and the war period, many of these may be destined to be short-lived; others may aggressively want to pre-empt the rural boys' and girls' time and interest.



4-H Club work traditionally supports the regularly established systems of education and character building programs. Farm organizations, the press, civic and service organizations have been unstinting in their support of 4-H Club work. Appropriating bodies, like county boards, the legislatures and the Congress likewise believe in the work and our opportunity for further service.

What should our basic policy be?

To what extent shall we be a service agency for others?

How can we best continue to help local people build the 4-H program with its own identity?

What should the relationship be between the 4-H program and the 20-to-30 age group beyond 4-H age?

How can we get fuller and more complete support of more people? Who? What?

#### Objectives:

Recognizing that 4-H Club Work is one of the three coordinate parts of the Extension Service, some of the objectives of relationships are:

1. To continue to have the support and cooperation of all departments of the Extension Service in furthering the 4-H Club program to best serve the greatest number of young people.
2. To develop a sympathetic understanding of the activities of related organizations and institutions interested in programs involving youth and that 4-H work supplements the work of the church, the school and the home.
3. To encourage a more complete understanding of the interdependence of rural and urban people.
4. To develop the post-war plans in 4-H work so as to demonstrate the values of training received in 4-H Club work as valuable to their participation in other organizations.
5. Keep 4-H Club work available to all youth between 10 and 21 without reservations.
6. Keep the work of the program before the public.

#### Goals

#### Action

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| <ol style="list-style-type: none"><li>1. Continue to consult with other departments of the Extension Service and College staff members in planning the 4-H program.</li></ol> | <ol style="list-style-type: none"><li>1. Develop further working relationships within staff.</li></ol> |
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Goals

2. Continue to develop youth's part in the entire Extension program.
3. Acquaint the public with the contributions of the 4-H Clubs to rural living.
4. Have 4-H members take active part in other community activities and identify themselves with other programs after they have left 4-H work.

Action

1. Actual youth participation in planning and carrying out a program and have someone representing youth interests in on all major undertakings.
2. Provide for State and county advisory groups of adults dealing with 4-H programs.
1. Utilize all desirable informational services.
2. Make the best use of leaders, interested individuals, members, special events, etc.
1. Cooperate with other agencies who can help integrate the young people into the adult life of the community, like the young farmers or young homemakers programs.



